

D Y Patil Deemed to be University  
School of Architecture

SYLLABUS  
For  
**MASTER OF PLANNING IN URBAN PLANNING**



**D Y PATIL**  
DEEMED TO BE  
**UNIVERSITY**  
— SCHOOL OF —  
**ARCHITECTURE**  
NAVI MUMBAI

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The school was established as DY Patil College of Architecture in the year 1992 under the Mumbai University with 2000 plus distinguished Alumni spread across globe heading private practices as well large organizations. In the year 2018-19, D Y Patil College of Architecture from its Mumbai University affiliation came under the ambit of DY Patil Deemed to be University and became common knowledge as D Y Patil Deemed to be University's School of Architecture (DYPUSOA), Nerul, Navi Mumbai

By the virtue of its recognition, from 2018 onwards, D Y Patil School of Architecture, has taken up this challenging but encouraging path, to growing and becoming the School of Architecture that thrives on diverse domains and multi-disciplinary teaching-learning ecosystem that is well grounded in Practice, Research & Innovation.

#### **VISION STATEMENT**

To create Global Innovators & Scholars in Architecture, Art, Design & Planning Practices, who would sustainably transform the Built Environments at the Global, National & Local levels.

#### **MISSION STATEMENT**

To nurture the Multidisciplinary Educational Ecosystem that thrives on Diverse learning Streams, Excellence, Contemporary knowledge & practices in order to create sustainable habitats.

#### **GOAL**

To create global leadership in Architecture, Art, Design & Planning who adopt Innovation, critical thinking, knowledge of advanced building sciences and multidisciplinary approach to problem solving, while being sensitive to emergent Social, Cultural & Ecological challenges.

### **1. NEED, SCOPE, AND OPPORTUNITY OF THE PROPOSED PROGRAM:**

Urban development and growth are an inevitable phenomenon, with a large number of populations predicated to be migrating to the urban centers. Many cities have reached their thresholds and now face a need to expand to accommodate the population with the necessary infrastructure. Additionally, there is an increasing demand to develop new urban centers to manage this migration, which requires a significant leap in infrastructure. This challenge is going to develop an inevitable pressure on the ecological balance of any land mass where such developments are to be initiated.

The school has realized that any practice of development today should ensure balancing the ecosystem and develop an assurance towards a better future. To achieve this restoration of the resources through Sustainable practices has become the School of Architecture's prerogative.

The school is situated in the heart of the planned city of Navi Mumbai which makes it an apt center to learn Planning as a specialization subject, simultaneously through the Department of Urban Design the school is well connected to different planning agencies and statutory authorities. It has deeply rooted studies on urbanism and has experience in handling macro-scale projects along with different scholars, planners, and mentors from the above-said agencies. This gives it an apt opportunity to start the planning course.

The school aspires to enhance the quality of Urban life through Urban Planning and Urban design

education and promote Sustainable practices, Scientific research, Innovation, Excellence, and Entrepreneurial drive among students to adequately match the ever-evolving industry.

### **India's Readiness for Urban Planning**

India's rapid urbanization, growing focus on smart cities, and increasing demand for urban centers have substantially increased the demand for Urban Planning as a specialization per se. One can describe this as a massive shift, positioning infrastructure and creating a disposition based on the infrastructure has become a new need that needs experts. Special planning authorities sanctioned for such shifts in development itself is a clear indication of the need for this profession. JNPA, MIHAN, and NAINA are certain examples of new trends in agglomeration that the country is looking at as a statement of development. This is creating a rapid increase in the demand for professionals in India.

This development requires research-based outputs and critical resolutions especially in the Indian context as it consists of land mass belonging equally to the people of the country and needs very democratic methods of planning. Thus the course and the school can contribute through research and developing sensitive planners who can offer their expertise to the country.

### **Market Readiness and Demand**

Today, the demand for the experts to suggest derivations of urban setups is at its peak, thus it is a perquisite, that, to plan sustainable livable cities we need researched experts.

The government's initiatives towards urbanization and the phenomenon of Migration has made it clear that the focus is on planned infrastructure and resources for better livability and in turn creating more urban areas, this has created a need for experts to resolve urban development at the earliest. The ideation from the private sector towards asserting development at the macro scale has also in turn created a demand for experts to resolve situations at the macro scale.

Today, the habitable dense units of villages are converting themselves into towns, towns into tier 3 cities, and so on in the hierarchy to become a Metropolitan city, such conversion have become inevitable and perpetual, and hence the departmental need at every step to have an expert in the form of a planner has evolved

The above phenomenon has made the governmental organizations create designated posts for the Planners as part of their office frameworks this creates the natural demand for the course of Planning. The private sector is evidently dependent on consultancy to guide development, thus creating a demand in the industry even more, this helps the experts to have an entrepreneurship approach in their practice.

Based on the above thought, the **Master of Planning in Urban Planning** is based on the following four pillars further shaping the course across the four semesters.

1. Knowledge and Skill development
2. Critical Thinking through Research
3. Multidisciplinary Approaches
4. Entrepreneurship and Practices

## 2. PROGRAM OBJECTIVES

The, **Master of Planning in Urban Planning** hence has been framed on the basis of following objectives:

- To create Global Planners who are sustainability-conscious, legally informed, and socially equitable in their approach.
- To reinforce research and innovation in employing Planning as a knowledge system for sustainable development.
- To foster inter-disciplinary collaborations and knowledge exchange between Academia and Global industry/ practice.
- To nurture socially responsible and globally competitive Planners bringing positive impact in the field of design and architecture

The broad Programme outcomes for PG students in Architecture are as follows

PROGRAMME OUTCOMES (POS)	
<i>By the end of the Programme the students shall be able to demonstrate the following</i>	
<b>PO 1</b>	Perceive beyond the obvious and innovate ' Out of the Box' designs
<b>PO 2</b>	Acquire the tools of Perceptions, Abstractions and Representation.
<b>PO 3</b>	Think critically and argue for unique standpoints
<b>PO 4</b>	Apply the argument for stating the (Design) problem
<b>PO 5</b>	Understand the various aspects of Building Sciences and Technology (BST)
<b>PO 6</b>	Integrate the know- how of BST in the (Design) process
<b>PO 7</b>	Engage with various allied disciplines
<b>PO 8</b>	Integrate allied disciplines with architecture
<b>PO 9</b>	Understand the nuances of Building Practices
<b>PO 10</b>	Apply innovation and critical standpoints to practice
<b>PO 11</b>	Develop insights into changing scenarios, climatic/ socio-political. Global
<b>PO 12</b>	Employ the latest design tools. technology and practices to achieve transformation

PROGRAMME SPECIFIC OUTCOMES (PSO)	
<i>By the end of the Programme the students shall be able to demonstrate the following</i>	
<b>PSO1</b>	Develop a critical understanding of the Constitutional framework while planning cities
<b>PSO2</b>	To enable a co relative understanding between Administration, Governance and Policies with Spatial planning
<b>PSO3</b>	Enable students to create Planning strategies in alignment with emergent contexts such as environmental sustainability and eco sensitivity
<b>PSO4</b>	In-depth research development and enable ability to apply research findings towards sustainable future development.
<b>PSO5</b>	Ethical practices and Assessment of Society and surrounding through various discourses, suitable research and development.
<b>PSO6</b>	To develop advanced technological skills for Urban Analytics in analyzing built and un-built environment
<b>PSO7</b>	Create user-centric and equitable development from a thorough understanding of Socio-Politics, Socioeconomics, History, and Spatial Planning Processes
<b>PSO8</b>	Create strategic entrepreneurial approaches through field practices and thus develop professional skills

### 3. CREDIT STRUCTURE AS PER NHEQF

Sr no	Teaching method	Credit	Hour required
1	Tutorial, Lecture - <b>Tutorial (T)</b>	1	1
2	Seminar, Internship, Studio, Field-practice, Projects - <b>Studio Work (SW)</b>	1	2
3	Practicum, Lab work, Community engagement, Field work in practicum, community engagement and Services - <b>Experiential Learning (EL)</b>	1	2

### CREDIT STRUCTURE AS PER AICTE

- 01 Credit = 1 Hr Theory Per Week and 15 hrs to be considered as Per AICTE Model Curriculum
- 01 Credit = 2 Hr Core Studio and 30 hrs to be considered as Per AICTE Model Curriculum
- 0.5 Credit =1 Hr Studio/Workshops/Experiential learning For Subjects with Theory

**INDEX FOR COURSE CODE** S- For Studio – **MPUPS**, C- For Core – **MPUPC**, A- For Ancillary – **MPUPA**, E- For Elective – **MPUPE**

## 4. OVERVIEW OF COURSE STRUCTURE

### Semester I

Framework	Subject code	Subjects	Credits	Skillset Acquired	NHEQF Criteria	Opportunities	Goals
<b>STUDIO WORK + EXPERIENTIAL LEARNING</b>	MPUPS 101	Area Planning Studio	6	Administrative Ideations and Spatial correlation	<ul style="list-style-type: none"> <li>Application of knowledge and skills</li> <li>Generic learning outcomes</li> <li>Constitutional, humanistic, ethical, and moral values</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	<b>Application</b>
<b>TUTORIALS / TUTORIALS + STUDIO WORK</b>	MPUPC 101	Planning Procedures and Techniques	3	Spatial Learnings	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Skill Required to perform tasks</li> </ul>	Private firms and Government Sector	<b>Knowledge and Skill</b>
	MPUPC 102	Transport Planning	3	Technical skill set	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Skill Required to perform tasks</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	
	MPUPC 103	Housing and Environment Planning	3	Liveability and Environmental Practices	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Skill Required to perform tasks</li> </ul>	Private firms and Government Sector	
	MPUPC 105	Planning History and Theory	3	Traditional and Western learnings	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Generic learning outcomes</li> </ul>	Academic Research	
<b>TUTORIALS</b>	MPUPA 101	Socio-Economics in Planning	2	Social Values and equitability	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Generic learning outcomes</li> </ul>	Academic Research, NGO'S, Equitable Planning	<b>Critical Thinking through Research and Ethical Practices</b>
<b>TUTORIALS / TUTORIALS + EXPERIENTIAL LEARNING</b>	MPUPE 101	Open Elective 1	2	Skill buildings	<ul style="list-style-type: none"> <li>Skill Required to perform tasks</li> </ul>	Entrepreneurial Ventures	<b>Personal Development</b>

## Semester II

Framework	Subject code	Subjects	Credits	Skillset Acquired	NHEQF Criteria	Opportunities	Goals
<b>STUDIO WORK + EXPERIENTIAL LEARNING</b>	MPUPS 201	Infrastructure Planning Studio	6	Infrastructure Ideations and Spatial correlation	<ul style="list-style-type: none"> <li>Application of knowledge and skills</li> <li>Generic learning outcomes</li> <li>Constitutional, humanistic, ethical, and moral values</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	<b>Application</b>
<b>TUTORIALS/ TUTORIALS + STUDIO WORK</b>	MPUPC 201	Infrastructure Planning	3	Sustainable productions	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Skill Required to perform tasks</li> </ul>	Private firms and Government Sector	<b>Knowledge and Skill</b>
	MPUPC 202	Metropolitan Regional Planning	3	Technical skill set	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	
<b>TUTORIALS</b>	MPUPA201	Urban Legislation and Governance	2	Legally Informed	<ul style="list-style-type: none"> <li>Knowledge and understanding,</li> <li>Generic learning outcomes</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	<b>Critical Thinking through Research and Ethical Practices</b>
	MPUPE 201	Research writing	2	Develop Research skills and writing skills	<ul style="list-style-type: none"> <li>Knowledge and understanding,</li> <li>Generic learning outcomes</li> </ul>	Research And Development	
<b>TUTORIALS/ TUTORIALS + EXPERIENTIAL LEARNING</b>	MPUPE 202	Open Elective 1	2	Skill buildings	<ul style="list-style-type: none"> <li>Skill Required to perform tasks</li> </ul>	Entrepreneurial Ventures	<b>Personal Development</b>
	MPUPE 203	Professional Elective	2	Emergent practices	<ul style="list-style-type: none"> <li>Employment ready</li> <li>and entrepreneurship skills and mind-set</li> </ul>	Entrepreneurial Ventures	



### Semester III

Framework	Subject code	Subjects	Credits	Skillset Acquired	NHEQF Criteria	Opportunities	Goal
<b>STUDIO WORK + EXPERIENTIAL LEARNING</b>	MPUPS 301	Regional Planning Studio	6	Infrastructure Ideations and Spatial correlation	<ul style="list-style-type: none"> <li>Application of knowledge and skills</li> <li>Generic learning outcomes</li> <li>Constitutional, humanistic, ethical, and moral values</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	<b>Application</b>
<b>TUTORIALS/ TUTORIALS + STUDIO WORK</b>	MPUPC 301	Risks, Disaster Mitigation and Management	2	Remedial Learnings through Ecology	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> </ul>	Private firms and Government Sector	<b>Knowledge and Skill</b>
<b>TUTORIALS</b>	MPUPC 302	Urban and Regional policy frameworks	2	Comprehensive approach through Moral values	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Generic learning outcomes</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	<b>Critical Thinking through Research and Ethical Practices</b>
	MPUP A301	Research Methodology	4	Inquiry through traditional and global concerns, Critical Thinking	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Generic learning outcomes</li> </ul>	Research And Development	
	MPUP A302	Development Finance and Economics	2	Engage in the financial decision making for development	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Generic learning outcomes</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	
<b>TUTORIALS/ TUTORIALS + EXPERIENTIAL LEARNING</b>	MPUP A303	Professional Elective	2	Emergent practices	<ul style="list-style-type: none"> <li>Employment ready, and entrepreneurship skills and mind-set</li> </ul>	Entrepreneurial Ventures	<b>Personal Development</b>
	MPUP E 301	Professional Training	2	Professional practice and Entrepreneurship	<ul style="list-style-type: none"> <li>Employment ready, and entrepreneurship skills and mind-set</li> </ul>	Entrepreneurial Ventures	

## Semester IV

Framework	Subject code	Subjects	Credits	Skillset Acquired	NHEQF Criteria	Opportunities	Goal
<b>STUDIO WORK + EXPERIENTIAL LEARNING</b>	MPUPS 401	Research Dissertation	10	Cumulative Output	<ul style="list-style-type: none"> <li>● Application of knowledge and skills</li> <li>● Generic learning outcome</li> <li>● Constitutional, humanistic, ethical, and moral values</li> </ul>	Research And Development	<b>Application</b>
<b>TUTORIALS</b>	MPUPC 402	Critical Appraisal	2	Current Policy practices and its Awareness	<ul style="list-style-type: none"> <li>● Application of knowledge and skills</li> <li>● Generic learning outcome</li> <li>● Constitutional, humanistic, ethical, and moral values,</li> </ul>	Research And Development	<b>Critical Thinking through Research and Ethical Practices</b>
	MPUP A403	Indian Constitution	2	Constitutional framework that functions as Administration	<ul style="list-style-type: none"> <li>● Knowledge and understanding, Generic learning outcomes</li> </ul>	Private firms, Entrepreneurial ventures and Government Sector	
	MPUP A401	Participatory and Integrated Planning	2	Integrating Public Suggestions in planning	<ul style="list-style-type: none"> <li>● Skill Required to perform tasks, ,Constitutional, humanistic, ethical, and moral values</li> </ul>	Academic Research, NGO'S, Equitable Planning	
<b>TUTORIALS/ TUTORIALS + EXPERIENTIAL LEARNING</b>	MPUP A402	Professional Elective	2	Emergent practices	<ul style="list-style-type: none"> <li>● Employment ready, and entrepreneurship skills and mind-set</li> </ul>	Entrepreneurial Ventures	<b>Personal Development</b>
	MPUPE 401	Professional Training and Legal Issues	2	Professional practice and Entrepreneurship	<ul style="list-style-type: none"> <li>● Employment ready, and entrepreneurship skills and mind-set</li> </ul>	Entrepreneurial Ventures	

## **5. COURSE FRAMEWORK AND MARKING SCHEME**

### **EXPLANATORY NOTES**

#### **Sessional Work**

Sessional Work in the **Master of Planning in Urban Planning** will contain mandatory assignments carried out by students in the classroom or studios during the semester. All these assignments will be marked in process and upon completion may be assessed in the form of Internal Sessional or External viva voce as prescribed in the Examination Scheme in the respective semesters.

Certain particular courses will be assessed in the form of an internal sessional and a written paper as prescribed in the Examination Scheme in the respective semesters.

#### **Structure of the Teaching Scheme**

This syllabus follows the credit-based system. Each semester culminates as 30 hours per week.

Structure of Examination Scheme Assessment of the candidates will be done under three major heads Internal Sessional, External Viva-Voce and Written Theory Papers. Details of the same are provided.

S. No	Course Code	Course Title	T	S W	EL	Total Credits	T	S W	E L	Total Contact Hrs	Assessment						Total Max Marks
											Int. Sessional		Ext. Jury/Viva		Th. Exam		
											Max	Min	Max	Min	Max	Min	
SEMESTER I																	
1	MPUP S101	Area Planning Studio	2	2	2	6	30	60	60	150	50	25	50	25	-	-	100
2	MPUP C101	Planning Procedures & Techniques	1	2	0	3	15	60	0	75	50	25	50	25	-	-	100
3	MPUP C102	Transport Planning	2	0	1	3	30	0	30	60	30	15	-	-	60	30	90
4	MPUP C103	Housing and Environment Planning	1	2	0	3	15	60	0	75	50	25	50	25	-	-	100
5	MPUP C104	Planning History Theory and Criticism	2	1	0	3	30	30	0	60	30	15	-	-	60	30	90
6	MPUP A101	Socio-Economics in Planning	1	0	2	3	15	0	60	75	50	25	50	25	-	-	100
7	MPUP E101	Open Electives	1	0	1	2	15	0	30	45	30	15	30	15	-	-	60
		TOTAL				23				540							640
SEMESTER II																	
1	MPUP S201	Urban Planning Studio	2	2	2	6	30	60	60	150	50	25	50	25	-	-	100
2	MPUP C201	Infrastructure Planning	1	2	0	3	15	60	0	75	50	25	50	25	-	-	100
3	MPUP C202	Metropolitan Regional Planning	2	1	0	3	30	30	0	60	50	25	50	25	-	-	100
4	MPUP A201	Urban Legislation and Governance	2	0	0	2	30	0	0	30	30	15	-	-	60	30	90
5	MPUP A202	Research writing	1	1	0	2	15	30	0	45	30	15	-	-	60	30	90
6	MPUP E201	Open Elective	1	0	1	2	15	0	30	45	30	15	30	15	-	-	60
7	MPUP E202	Professional Elective	1	0	1	2	15	0	30	45	30	15	30	15	-	-	60
		TOTAL				20				450							600
SEMESTER III																	
1	MPUP S301	Regional Planning Studio	2	2	2	6	30	60	60	150	50	25	50	25	-	-	100
2	MPUP C301	Risks, Disaster Mitigation and Management	1	1	0	2	15	30	0	45	30	15	30	15	-	-	60
3	MPUP C302	Research Methodology	2	0	2	4	30	0	60	90	50	25	50	25	-	-	100
4	MPUP A301	Urban and Regional Policy Frameworks	0	1	1	2	0	30	30	60	50	25	50	25	-	-	100
5	MPUP A302	Development Finance	2	0	0	2	30	0	0	30	30	15	-	-	60	30	90
6	MPUP A303	Professional Training	2	0	0	2	30	0	0	30	30	15	-	-	60	30	90
7	MPUP E301	Professional Elective	1	0	1	2	15	0	30	45	45	30	15	30	15	-	60
		TOTAL				20				450							600
SEMESTER IV																	
1	MPUP S401	Thesis	5	5	0	10	75	150	0	225	50	25	50	25	-	-	100
2	MPUP C402	Critical Appraisal	0	0	2	2	0	0	60	60	50	25	50	25	-	-	100
3	MPUP A403	Indian Constitution	2	0	0	2	30	0	0	30	30	15	-	-	60	30	90
4	MPUP A401	Participatory Appraisal	0	0	2	2	0	0	60	60	50	25	50	25	-	-	100
5	MPUP A402	Open Elective	2	0	0	2	30	0	0	30	30	15	30	15	-	-	60
6	MPUP E401	Professional Elective	1	0	1	2	15	0	30	45	30	15	30	15	-	-	60
		TOTAL				20				450							510

T = THEORY ; S/W = STUDIO /WORKSHOP ; EL = EXPERIENTIAL LEARNING

## **6. DETAILED SYLLABUS**

## SEMESTER I

<b>Course Name: Area Planning Studio</b>				<b>Course Code: MPUPS101</b>
<b>Credits: 06</b>				
<b>Internal Sessional –50   External Viva- Voce -50   Theory Paper –NA  </b>				
T	SW	EL	C	
2	2	2	6	

### COURSE DESCRIPTION

This course work is an application of the knowledge and skills that the students have come across through different subjects, it teaches students the scales and the purposes in the planning which takes up the knowledge from the theoretical components and helps them to utilize it on the given site. The students have to document the relevance of people, place, and environment through different components of the urban or rural setups. The collection of data and constructive analysis of the same become key elements. Along with analysis students have to deliver planning proposals as part of the studio based on their findings. This studio is an area-level analysis that might be at the Nodal or ward-level analysis scale. The process can either study the components of gentrification or develop goals and objectives that need to be achieved as site planning or create a sensitive approach towards planning.

### COURSE INTENT

The course intends to deliver the idea of designing while developing the master plan through technical knowledge and merging with socio-economics, social equitability, legal information, and ecological sustainability. Therefore, the course establishes a foundational understanding of urban planning by focusing on the key components of development epistemology: People, Place, and Environment.

### COURSE OBJECTIVES

1. To train students to create a master plan by understanding the physical and social components of the area
2. To create a clear understanding of the administrative frameworks and their overlaps with geo-spatial components
3. To use the skill of physical distribution of land parcels with concerned uses and occupancies
4. To engage in constructive data analysis
5. To develop the analysis of infrastructural systems and their impact on the proposal of several land uses.
6. Developing sensitivity towards social factors, environmental complications, and resource availability.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>PO's</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Develop master plan strategies by understanding correlations between Administration, Governance, and Policies with Spatial planning	PSO2	PO1,PO8
<b>CO2</b>	Sensitive Planning strategies and Research in alignment with emergent contexts such as environmental sustainability and eco-sensitivity	PSO3, PSO4	PO4
<b>CO3</b>	Ethical practices and assessment of society and surroundings through various discourses and applications while developing master plan strategies.	PSO5	PO10
<b>CO4</b>	They develop advanced technological skills for Urban Analytics and proposals to create the built and un-built environment	PSO6,	PO2,PO12
<b>CO5</b>	Thoroughly understanding societal, occupational, and economic interdependencies through current context and existing scenarios will help create user-centric and equitable design development.	PSO7	PO11,PS O10

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Area Level Study and Analysis	20	CO1
<b>UNIT - 2</b>	Data collection, primary secondary tertiary through different tools	20	CO2
<b>UNIT - 3</b>	Developing urban analytics through software	20	CO3
<b>UNIT - 4</b>	Analysis of the data	40	CO4
<b>UNIT - 5</b>	Creating planning strategies and solutions	50	CO5

<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Data Collection and Mapping</b> - Mapping and Creating Local area plans by understanding the physical and social components of the selected area
<b>2</b>	<b>Synthesis</b> - Assessing the data collected and developing an analysis with respect to the Area.
<b>3</b>	<b>Critical Decision</b> - Developing synthesis based on critically understanding the surroundings and ecosystems
<b>4</b>	<b>Application and Design thinking</b> – to develop design Proposal based on findings and brief

<b>Course Name: PLANNING PROCEDURES &amp; TECHNIQUES</b>				<b>Course Code: MPUPC101</b>
<b>Credits: 03</b>				
<b>Internal Sessional –50   External Viva- Voce - 50   Theory Paper –NA</b>				
T	SW	EL	C	
1	1	0	2	

## COURSE DESCRIPTION

This course is a synergy of spatial physical planning methods that teach subdivisions of land, ownership patterns, and the administrative frameworks that shape land formation in the country. The course will teach students to collect data, conduct physical surveys, develop an understanding of scales, and generate self-survey techniques through questionnaires. The course also covers various types of plans, focusing on the role of different plans based on scales like Village maps, city Survey maps, development plans, regional plans, comprehensive plans, etc., and the administrative systems that regulate them through statutes. The course will specifically look at the 74<sup>th</sup> Amendment as part of the government's inclination and objective to create a master development plan. To present data through means different diagrams and analyze or examine the data will be taught to the students as part of this course. Additionally, the course will focus on developing a thorough understanding of data segregation through primary, secondary, and tertiary data sources.

## COURSE INTENT

The course aims to establish a strong connection between geospatial distributions, constitutional frameworks, and administrative processes to inform land distribution, land uses, and allocations based on projections like population, ecology, and sustainability. It will incorporate Planning policy and Guidelines and other planning principles as key frameworks within the planning process.

## COURSE OBJECTIVES

1. To train students to understand maps at various scales, create base maps, and present planning information on maps.
2. To create a clear understanding of the administrative frameworks.
3. To develop a skill in the physical land distribution process based on the geospatial conditions and understand different types of uses
4. To equip students with data collection skills through prescribed methods, Land suitability analysis, Land use classification, coding, and analysis; residential and non-residential density patterns and their analyses; and population and economic analysis.
5. Engaging students in Techniques of conducting surveys for land use, building use, density, structural condition of buildings, heights of buildings, land utilization, and physical features of land
6. To apply critical thinking to analyze and examine the data of the existing condition of any settlement



<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Develop a critical understanding of the Constitutional framework while developing a correlation with the geospatial conditions	PSO1	PO2,PO3
<b>CO2</b>	To enable a co-relative understanding between Administration, Governance, and Policies with Spatial planning	PSO2,	PO8
<b>CO3</b>	Help students in engaging with urban analytics through technology and examine and harness the data, from the perspective of the built and the Unbuilt	PSO6,	PO10,PO3
<b>CO4</b>	To enable the students to develop findings through physical and socio-economic surveys while tracing the path through history and existing scenarios and pave the way towards sustainable future development.	PSO5, PSO7	PO11

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Administrations and geo-spatial Segregations	15	CO1
<b>UNIT - 2</b>	Scales and plans, creating base maps	20	CO2
<b>UNIT - 3</b>	Data for Planning and Socio-Economic Surveys	10	CO3
<b>UNIT - 4</b>	Physical Surveys	15	CO4
<b>UNIT - 5</b>	Analysis and Presentation of Data	15	CO4, CO5

<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Knowledge and Skill</b> - To develop the skill of planning and engage with the thumb rules of planning with different other concepts in planning, through reports and plates/posters/sheets
<b>2</b>	<b>Critical research</b> - To learn the physical nature of planning as a tool while deriving the master plan, through a report and plates/poster/sheets
	<b>Application Design thinking</b> – to learn the transportation as design tool and part of design framework

## **REFERENCES**

- Bracken, I. (1999) Urban Planning Methods: Research and Policy Analysis, Methuen, London.
- Berke, P.R. and Goodschalk, D.R., Kaiser, E.J and Rodriguez, D.A (2006) Urban Land Use Planning, University of Illinois Press, U.S.A. Fifth Edition.
- Wang X., Rainer A. and Hofe, V. (2007) Research Methods in Urban and Regional Planning, Springer, Berlin.
- Monmonier, M. (1996) How to Lie with Maps, University of Chicago Press, Chicago.

<b>Course Name: TRANSPORT PLANNING</b>				<b>Course Code: MPUPC102</b>
<b>Credits: 03</b>				
<b>Internal Sessional –30   External Viva- Voce -0   Theory Paper –60</b>				
T	SW	EL	C	
2	0	1	3	

## **COURSE DESCRIPTION**

The course offers an in-depth understanding of the nature of Transportation issues, and various programs and policies initiated to address them. It also focuses on the significance of Transportation as Physical infrastructure and its various parameters as they relate to planning and implementation processes. The concept of Mass Rapid Transport Systems and their typologies along with their applications will be covered in this course. Other concepts like TOD, NUTP, Motorized and Non-Motorized systems, etc will be cleared in this course. The course includes Principles of transport infrastructure planning and design of roads and intersections, street infrastructure elements; Pedestrian and cyclist infrastructure; Parking facilities; and Principles of traffic management. The course specifically looks at traffic congestion, journey analysis, and PCU counts. It addresses the impact of land development on traffic congestion, the shift from pedestrian to motorized transport, and the importance of understanding journey patterns in planning transportation systems. The course also helps in analyzing connectivity at various scales, from intra-city to inter-city, city to village, and regional to urban and rural areas. Thus it engages from the local level to the multimodal intercity level of transportation networks.

## **COURSE INTENT**

This course aims to explore the interdependence between land uses and transportation systems, emphasizing the necessity of a technical understanding of transportation and traffic dynamics when implementing land uses in any form of development.

## **COURSE OBJECTIVES**

1. To orient the students to formats of Transportation while developing interconnectivity for the masses
2. To provide students with the technicalities such as surveys and designs for Traffic management and transportation systems.
3. To create an understanding of the interdependency of land use and with the transportation planning.
4. To equip students with developing policy frameworks with respect to transportation and traffic
5. To create suitable analytical skills of traffic and transportation data in relation to human settlements and to identify the issues related to traffic and transportation planning.

COURSE OUTCOMES		PSOs	POs
By the end of the course, the students shall be able to demonstrate the following...			
CO1	Enable students to create an understanding of transportation Planning as a technical knowledge in alignment with emergent contexts such as environmental sustainability and eco-sensitivity	PSO3	PO2,PO3
CO2	Create user-centric and equitable transportation systems along with the integration of land uses from a thorough understanding of Socio-Politics, Socio-Economics, History, and Spatial Planning Processes	PSO7	PO8
CO3	Through the Ethical practices of construction of data that factors all the possible details of the surroundings, this course engages in creating assessment systems for better transportation outputs	PSO5	PO10,PO3
CO4	Using the Urban Analytic tools and representation tools derive cases and arguments as a disposition for placing new systems and policies while critically analyzing the existing systems	PSO4, PSO7	PO11

COURSE CONTENT		HOURS	CO's
UNIT - 1	Knowledge of transportation Systems as a technical tool	10	CO1
UNIT - 2	Land use – Transport Integration as a key of distribution, interdependency, and interconnectivity	10	CO2
UNIT - 3	Traffic Impact on Land Development through the assessment of existing contextually	20	CO1, CO2
UNIT - 4	Transport Planning Policy frameworks and development of newer strategies	20	CO1, CO2

SESSIONAL WORK	
1	<b>Knowledge &amp; Skill development</b> - To develop the skill of planning and engage with the thumb rules of planning with different other concepts in planning, through reports and plates/posters/sheets
2	<b>Critical research</b> - Formal analysis based on above units – Complete graphical diagrammatic analysis along with learnings.
3	<b>Design thinking</b> – to learn the transportation as design tool and part of design framework

## References

- Kadiyali, L.R. (1999) *Traffic Engineering and Transport Planning*, Khanna Publishers, New Delhi.
- Saxena, S.C. (1989) *A Course in Traffic Planning and Design*, Dhanpat Rai and Sons, New Delhi.
- Sarkar, P.K., Maitri, V. and Joshi, G.J. (2014) *Transportation Planning: Principles, Practices and Policies*, Prentice

Hall India Learning Private Limited, New Delhi.

Verma, A. and Ramanayya, T.V. (2014) *Public Transport Planning and Management in Developing Countries*, CRC Press, Taylor and Francis Group, London.

<b>Course Name: Housing and Environment Planning</b>				<b>Course Code: MPUPC103</b>
<b>Credits: 03</b>				
<b>Internal Sessional –50 Marks.   External Viva- Voce -50   Theory Paper –NA</b>				
<b>T</b>	<b>SW</b>	<b>EL</b>	<b>C</b>	
1	2	0	0	

## COURSE DESCRIPTION

The Housing course consists of analyzing different formats of housing Schemes that have been derived by the government for different strata of society. The course focuses on the issue of Housing in the current context developing the understanding of the terms demand, supply, need, and affordability as part of the course. This course engages the students in housing processes and the thorough calculations that are required to derive the areas to the projected densities. The course will also teach students to assess the setups of the projected housing scheme and the surrounding areas as part of resource analysis and ecological sensitivity. It covers the idea of mental and physical well-being by generating a conducive environment for human habitat. National Housing Policy will be one of the key policies that will be covered as part of the course to express the ideas of mass housing and housing for the poor while achieving the involvement of private and public domains. The insertion of the private sector and its impact on the housing process would be critically comprehended. The statuses of ownership and the fundamentals of rental housing will be resolved in this course. The process to create a conducive environment and make sustainable decisions while generating a housing scheme.

## COURSE INTENT

The course intends to develop the dynamics of Human Habitat and its cultural and physical format through history, sociology, economics, and geographical location. It ventures into the idea that housing is the process of production that creates need and demand as two different components and the transition of the House as a shelter to the house as a commodity.

## COURSE OBJECTIVES

1. To define clear distinctions between need and demand, and the role of the public and private sector to supply the housing stock as a process.
2. Principles of housing through economics and real estate ideologies,
3. To develop interrelation between lands, densities, land uses, and environment and to ideate resource management
4. Fundamentals of Ownerships in housing and typology of tenures in housing.
5. To sensitize the students to existing housing problems and a brief history of housing

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
<b>CO1</b>	Enable students to comprehend habitats in alignment with emergent contexts such as environmental sustainability and eco-sensitivity.	PSO3	PO2
<b>CO2</b>	Analyzing the need for Housing develops and ethical opinion towards housing as a need, and develops a clear distinction between need and demand through various discourses, suitable research, and development.	PSO5	PO3,PO9
<b>CO3</b>	Create a thorough understanding of equitability and development based on Socio-Politics, Socio-Economics, History, and Spatial Planning Processes	PO7	PO11

COURSE CONTENT		HOURS	COs
UNIT - 1	Housing through Culture and the city	25	CO1
UNIT - 2	From Housing to habitat, the transformation aspects	20	CO2
UNIT - 3	Housing as a process	20	CO3
UNIT - 4	The physical attribution of housing through the components of land	25	CO4

SESSIONAL WORK	
1	<b>Knowledge &amp; Skill development</b> - The sessional work in the form of Literature research – Understanding the gap Housing, Supply, and demand
2	<b>Critical research</b> - Best practices of housing typologies in India and abroad, interdisciplinary policy issues
3	<b>Design and Application</b> – The outcome of the density calculations in the form of the posters/sheets/ppt

## REFERENCES

- Cedric, P. (1990) *Housing and Urbanisation: A Study of India*, Sage, London.
- Hardoy, J.E. and Satterthwaite, D (1989) *Squatter Citizen: Life in the Urban Third World*, Routledge, London.
- Kohli, V.K. (2007) *Housing Finance Agencies in India*, Deep and Deep, New Delhi.
- Jenkins, P., Smith, H. and Wang, Y.P. (2007) *Planning and Housing in the Rapidly Urbanizing World*, Routledge, London.
- McHarg, I. (2008) *Design with Nature*, Wiley, London. 25th Edition.
- Ndubisi, F.O. (ed.) (2014) *The Ecological Design and Planning Reader*, Island Press, Washington, D.C.
- Wallace-Wells, D. (2019) *The Uninhabitable Earth*, Crown Publishing, U.S.A.
- Wachter, S.M. and Birch, E.L. (2008) *Growing Greener Cities: Urban Sustainability in the Twenty First Century*, University of Pennsylvania Press, Philadelphia, PA.
- Whitehead, M. (2014) *Environmental Transformation: A Geography of the Anthropocene*, Routledge, New York

<b>Course Name: Planning History Theory and Criticism</b>				<b>Course Code: MPUPC104</b>
<b>Credits: 03</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -0   Theory Paper –60</b>				
T	SW	EL	C	
2	1	0	3	

## COURSE DESCRIPTION

This course explores various theories and concepts of urbanization, spanning from the Indian context to global planning principles. It covers the evolution of urbanization over time, providing students with a theoretical framework to assess urban areas through conceptual lenses. The course will examine the development of historic settlements and civilizations, highlighting the impact of different eras on urbanization. It will also focus on the form of cities, exploring the reasons behind different city structures. Key terms and concepts such as the garden city, nuclei, poly-nuclei, and the comparison between radial and concentric urban patterns will be discussed in detail thus it trains students to have a key understanding of concepts that discuss the form of the city. Overall, the course aims to provide students with a comprehensive understanding of urbanization theories, historical contexts, and contemporary planning concepts, preparing them to analyze and interpret urban environments effectively.

## COURSE INTENT

The course intends to sensitize students towards urbanization from a theoretical lens and evolution perspectives. The principal goal is not to identify conventional theories with non-conventional ones but to identify under what conditions any set of theoretical propositions holds.

## COURSE OBJECTIVES

1. Understanding urban evolution over time and its implication and critically understanding economic, political, cultural, social, and other forces shaping built environments in history.
2. Enabling students to assess different urban phenomena through a conceptual lens.
3. Exploring the evolution of urban areas from historic settlements to civilizations, examining how different eras have shaped urbanization trends
4. Detailed discussions on the physical forms of cities and the reasons behind their specific configurations.
5. The key fundamental discussion on urban form development patterns.

<b>COURSE OUTCOMES</b>		<b>PSO's</b>	<b>POs</b>
By the end of the course, the students shall be able to produce the following...			
<b>CO1</b>	Enable students to create theoretical planning Strategies in alignment with emergent contexts such as environmental sustainability and eco sensitivity	PSO3	PO8
<b>CO2</b>	Assessment of Society and surrounding through various discourses, theories concepts through suitable research	PSO5	PO3
<b>CO3</b>	understanding of Socio-Politics, Socio-Economics, History, and Spatial Planning Processes that evolved the urban centers	PSO7	PO11

COURSE CONTENT		HOURS	COs
UNIT - 1	Ancient Cities and River Valley civilization	10	CO3
UNIT - 2	History in planning through global and Indian examples	10	CO3
UNIT - 3	City forms and patterns through urban theories	20	CO2
UNIT - 4	Theories in planning and criticism	20	CO1

SESSIONAL WORK	
1	<b>Knowledge &amp; Skill development</b> – Knowledge of indigenous other significant planning philosophies
2	<b>Critical Assessment</b> – To develop analytical frameworks and assess the cities
3	<b>Research development-</b> Developing a form of essay or article to create new theories.

## REFERENCES

- Allmendinger, P. (2017) *Planning Theory*, Macmillan, London. Third Edition.
- Buch, M. N. (1987) *Planning the Indian City*, Vikas Publishing, New Delhi.
- Fainstein, S.S. and DeFilippis, J. (Eds.) (2016) *Readings in Planning Theory*, Wiley, London. Fourth Edition.
- Friedmann, J. (1987) *Planning in the Public Domain*, Princeton University Press, Princeton. Second Edition.
- Gooptu, N. (2001) *The Politics of the Urban Poor in Early Twentieth - Century India*, Cambridge University Press, Cambridge.
- Healey, P. (2010) *Making Better Places: The planning project in the twenty-first century*, Palgrave Macmillan, London.
- King, A. (1976) *Colonial Urban Development: Culture, Social Power, and Environment*, Routledge and Kegan Paul, New York.
- Kumar, A., Sanjeev, V., and Prakash, P. (2020) *City Planning in India, 1947-2017*, Routledge, New York.
- Wachter, S.M. and Birch, E.L. (2008) *Growing Greener Cities: Urban Sustainability in the Twenty First Century*, University of Pennsylvania Press, Philadelphia, PA.
- Whitehead, M. (2014) *Environmental Transformation: A Geography of the Anthropocene*, Routledge, New York.



<b>Course Name: Socio-Economics in Planning</b>				<b>Course Code: MPUPA101</b>
<b>Credits: 03</b>				
<b>Internal Sessional –50 Marks.   External Viva- Voce -50   Theory Paper –NA</b>				
<b>T</b>	<b>SW</b>	<b>EL</b>	<b>C</b>	
1	0	2	3	

## COURSE DESCRIPTION

Knowledge of different factors that shape the human settlement. The factors such as socio-economical and geo-spatial have had a deep impact on the way human settlements have evolved over some time. The history of human settlement, forms of habitat based on occupations, and territorialities are some of the key elements of this course.

The understanding of the socio-economical eras and their impacts on the gradual global development. The configuration of the social-cultural structure plays an important role in planning. Certain key economic concepts help shape the cities. Understanding the word land use, competition of land uses, the meaning of the term market, goods, etc. The course investigates the correlation between socio-economic and cultural geographies, alongside the influence of these factors on geo-spatial configurations.

## COURSE INTENT

It examines how human societal evolution has been shaped by changes in the global economic landscape. By integrating these elements of complex dynamics, students will gain a comprehensive understanding of how societal and economic forces shape the built environment and urban landscapes.

## COURSE OBJECTIVES

1. Engage students in various cases of housing and the Impact of traditional patterns and Cultural dynamics.
2. Deriving the concept of social structure and agency, culture and social institutions; relations between social structures and spatial structures; social aspects of housing, and social issues through informalities by discussing various cases.
3. Exploring the dynamics of socio-economic configurations on human settlement and its impact in urban areas
4. Detailed discussions on the economics in the urban areas through real estate and market.

<b>COURSE OUTCOMES</b>		<b>PSO's</b>	<b>POs</b>
By the end of the course, the students shall be able to produce the following...			
<b>CO1</b>	Ethical practices and Assessment of interrelations Socio-Cultural Structures and Spatial Structure and surrounding through various discourses, suitable research and development.	PSO5	PO3, PO8
<b>CO2</b>	Understanding of Socio-Politics, Socio-Economics, History, and Spatial Planning Processes that evolved the urban centers	PSO7	PO9

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Culture and the City through understanding the social structures and their interrelation with spatial configuration	15	CO1
<b>UNIT - 2</b>	Socio-economics eras and paradigm shifts globally	15	CO1
<b>UNIT - 3</b>	Economic resources and economic analysis	15	CO2
<b>UNIT - 4</b>	Sociology is a primary fundamental in planning	10	CO2
<b>UNIT - 5</b>	Competition, Market, real estate, and land uses.	20	CO2

SESSIONAL WORK	
1	<b>Knowledge through research</b> -The sessional work in the form of Literature research on Analyzing social dynamics
2	<b>Design thinking through research</b> -Anticipating future needs and predicting how social, health, and other human service needs will change
3	<b>Evolving frameworks</b> - Designing effective systems, creating systems that improve the quality of strategic management and minimize negative economic trends
4	<b>Critical Thinking</b> - To research on social and economic factors interact to shape the development of a society and economy

## REFERENCES

- Appadurai, A. (1990) Disjuncture and difference in the global cultural economy, *Theory, Culture and Society, Public Culture*, Vol. 2, No. 2.
- Appadurai, A. (2001) Deep democracy: Urban Governmentality and the Horizon of Politics, *Environment and Urbanization*, Vol. 13 No 2, pp. 23-43.
- Appadurai, A. (2013) *The Future as Cultural Fact: Essays on the Global Condition*, Verso, London.
- Durham, M.G. and Kellner, D.M. (eds.) (2006) *Media and Cultural Studies: Key Works*, Malden, MA
- Bertaud, A. (2019) *Order without Design: How Markets Shape Cities*, MIT Press, Massachusetts.
- Brooks, N., Donaghy, K. and Knaap, G. (2011) *The Oxford Handbook of Urban Economics and Planning*, Oxford University Press, Oxford.
- Searle, L.G. (2013) Conflict and Commensuration: Contested Market Making in India's Private Real Estate Development Sector, *International Journal of Urban and Regional Research*, Vol. 38, Issue 1, pp. 60-78.
- Shatkin, G. (2013) Contesting the Indian City: Global Visions and the Politics of the Local, *International Journal of Urban and Regional Research*, Vol. 38, No. 1, pp. 1-13.

<b>Course Name: Open Electives</b>				<b>Course Code: MPUPE101</b>
<b>Credits: 03</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -30   Theory Paper –NA</b>				
T	SW	EL	C	
1	0	1	2	

## COURSE DESCRIPTION

The course elaborates on a suggestive list of electives as given in **Appendix A**. The institute may offer an elective depending on the expertise that they have or the niche they wish to develop. The choice shall be given to the student to choose a subject of their choice. The course offered needs to be detailed by the individual faculty as per the standards. Students should take up a wide array of electives. None should be repeated.

## COURSE INTENT

To introduce the students to interdisciplinary ideas, experimentations, and investigations within the domain of planning that will help enhance their profession/ practice or research.

<b>SESSIONAL WORK</b>	
<b>1</b>	<p>The faculty may choose a medium most suitable to the course offered. It must offer sufficient flexibility to the student to represent their understanding. A few suggestions are mentioned below but not limited to these.</p> <ul style="list-style-type: none"> <li>● Portfolio/ Posters/ Journal</li> <li>● Model- Explorations and Process</li> <li>● Video/ Film</li> <li>● Essay/ Narrative</li> </ul>
<b>2</b>	The outcome may be group or individual depending on the need of the course and student dynamics.

## REFERENCES

To be elaborated by the faculty

## SEMESTER II

<b>Course Name: Area Planning Studio</b>				<b>Course Code: MPUPS201</b>
<b>Credits: 06</b>				
<b>Internal Sessional –50   External Viva- Voce -50   Theory Paper –NA  </b>				
T	SW	EL	C	
2	2	2	6	

### COURSE DESCRIPTION

This course work is an application of the knowledge and skills that the students have come across through different subjects, it teaches students the scales and the purposes in the planning which takes up the knowledge from the theoretical components and helps them to utilize it on the given site. The students have to document the relevance of people, place, and environment through different components of the urban or rural setups. The collection of Data and constructive analyzing the same become the key elements. Along with analysis students have to deliver planning proposals as part of the studio, based on their findings. This studio is a city-level analysis that will be at the scale of Town up to City level which has statutory governance from city council to corporation. The process will engage to develop notified areas contextualizing the resources and environments with the justification of population and physical boundaries.

### COURSE INTENT

The course intends to deliver the idea of designing while developing the master plan through technical knowledge and merging with socio-economics, social equitability, legal information, and ecological sustainability. Therefore, the course establishes a foundational understanding of urban planning by focusing on the key components of development epistemology: People, Place, and Environment.

### COURSE OBJECTIVES

1. To train students to create a master plan by understanding the physical and social components of the area
2. To create a clear understanding of the administrative frameworks and their overlaps with geospatial components
3. To use the skill of physical distribution of land parcels with concerned uses and occupancies
4. To engage in constructive data analysis
5. To develop the analysis of infrastructural systems and their impact on the proposal of several land uses.
6. Developing sensitivity towards social factors, environmental complications, and resource availability.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POS</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Develop master plan strategies by understanding correlations between Administration, Governance and Policies with Spatial planning	PSO2	PO1,PO8
<b>CO2</b>	Sensitive Planning strategies and Research in alignment with emergent contexts such as environmental sustainability and eco-sensitivity	PSO3, PSO4	PO4
<b>CO3</b>	Ethical practices and Assessment of Society and surroundings through various discourses and applying it while developing master plan strategies.	PSO5	PO10
<b>CO4</b>	They develop advanced technological skills for Urban Analytics and proposals to create the built and un-built environment	PSO6,	PO2,PO12
<b>CO5</b>	Create user-centric and equitable design development from a thorough understanding of societal, occupational, and economic interdependencies through current context and existing scenarios.	PSO7	PO11, PSO10

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Area Level Study and Analysis	20	CO1
<b>UNIT - 2</b>	Data collection, primary secondary tertiary through different tools	20	CO2
<b>UNIT - 3</b>	Developing urban analytics through software	20	CO3
<b>UNIT - 4</b>	Analysis of the data	40	CO4
<b>UNIT - 5</b>	Creating planning strategies and solutions	50	CO5

<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Data Collection and Mapping</b> - Mapping and Creating Local area plans by understanding the physical and social components of the selected area
<b>2</b>	<b>Synthesis</b> - Assessing the data collected and developing an analysis with respect to the Area.
<b>3</b>	<b>Critical Decision</b> - Developing synthesis based on critically understanding the surroundings and ecosystems
<b>4</b>	<b>Application and Design thinking</b> – to develop design Proposal based on findings and brief

<b>Course Name: Infrastructure Planning</b>				<b>Course Code: MPUPC201</b>
<b>Credits: 03</b>				
<b>Internal Sessional –50 Marks.   External Viva- Voce -50   Theory Paper –NA</b>				
T	SW	EL	C	
1	2	0	3	

## COURSE DESCRIPTION

The course will inquire about the term Infrastructure, the systems that are developed to support the functioning of urban and rural areas. The course will engage in understanding the terms like threshold, capacities, and complexities that are to be foreseen while providing the infrastructure. To provide basic knowledge about types of infrastructures such as Physical, Social, Commercial, Miscellaneous, etc. through the URDPFI guidelines to cater to the requirements of various settlements. To learn global issues and various universal models of infrastructural development. The course will engage upon sensitizing students about sustainable development along with keeping in mind the geo-spatial and ecological setups.

## COURSE INTENT

The course aims to provide a comprehensive understanding of infrastructure development, focusing on the dynamics from individual to collective settlement needs, decision-making processes, and the creation of policy frameworks to guide infrastructure development.

## COURSE OBJECTIVES

1. To develop the capacity of appraisal for generating urban development through policy and decision-making.
2. To create awareness of the global issues related to infrastructure and the discussions on the distribution of infrastructure
3. To expose to the standard of infrastructure based on several guidelines and to assess the deficit of the same.
4. To understand the term resources management for sustainable development.
5. To make recommendations for meeting the future needs of infrastructure for a human settlement.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	To correlate between Administration, Governance and Policies with Spatial planning and create decision making	PSO2	PO7
<b>CO2</b>	Enable students to create infrastructure in alignment with emergent contexts such as environmental sustainability and eco-sensitivity as part of resource management	PSO3	PO8, PO11
<b>CO3</b>	In-depth research development and the ability to apply research findings toward sustainable future development.	PSO4	PO10,PO3

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Types of infrastructures and issues	15	CO1
<b>UNIT - 2</b>	Physical Infrastructure- Water, Sewage Sanitation and Waste Management in depth	20	CO2, CO3
<b>UNIT - 3</b>	Social Infrastructure – Recreation, Educational, Health and Socio-cultural	20	CO3
<b>UNIT - 4</b>	Discussion on the development plan and discussion infrastructure formulation and deficits through cases	20	CO1, CO2, CO3

<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Knowledge and Skills</b> - Types of infrastructure would be a PPT format
<b>2</b>	<b>Knowledge and Synthesis</b> - Development Plan Analysis and case studies and impacts of different Infrastructure (Physical)
<b>3</b>	<b>Knowledge and Synthesis</b> -Development Plan Analysis and case studies and impacts of different Infrastructure (Social)
<b>4</b>	<b>Knowledge and Synthesis</b> - Development Plan Energy, Telecommunication, and Fire Fighting Services (services based infra)
<b>5</b>	<b>Critical research and Frame work</b> - Plates/ Poster/ Sheets of analysis of the development plan along with a small report

## REFERENCES

- Hudson, W.R., Hass, R.C.G. Uddin, W. (1997) *Infrastructure Management*, McGraw Hill, London.
- Gifford, J.W. Uzarski, D.R. and McNeil, S. (1993) *Infrastructure Planning and Management*, American Society of Civil Engineers, Reston, VA.
- Goodman, A. and Hartak, M. (2000) *Infrastructure Planning Handbook*, ASCE Press, Reston, VA.
- Parkin, J. and Sharma, D. (1999) *Infrastructure Planning*, Thomas Jelford Publishing, London.

<b>Course Name: Metropolitan Regional Planning</b>				<b>Course Code: MPUPC202</b>
<b>Credits: 03</b>				
<b>Internal Sessional –50 Marks.   External Viva- Voce -50   Theory Paper –NA</b>				
T	SW	EL	C	
2	1	0	3	

## COURSE DESCRIPTION

The Course teaches the fundamentals of agglomeration of resources and interdependencies of Rural and Urban Nexus. It includes the definition of settlements from the hamlet to a metropolitan city. It also teaches various sets of land formats that need to be recognized to plan a region. The course looks into the definition of urban zones, Forest zones, Industrial corridors, Transport corridors, etc. This course discusses various examples of metropolitan regions and also takes a detailed look at the bodies that govern the metropolitan region. The course teaches students the criteria for agglomerations and the key considerations involved in integrating various land occupancy and land cover like agricultural land, forest lands, types of Crops, village boundaries, Urbanized zones, etc. with a particular focus on the environment and ecology when drafting a regional plan.

## COURSE INTENT

The course aims to provide a deep understanding of the interdependencies between urban and rural areas, emphasizing the need to assess and address factors such as population, land occupancy, and economic drivers to ensure sustainable and uniform regional development. It highlights the inevitable expansion of urban zones into rural areas and the importance of an integrated administrative framework connected to spatial zones for effective planning.

## COURSE OBJECTIVES

1. The objective of this course is to understand various aspects and dimensions of large and growing cities generally.
2. To understand the processes of planning and development of metropolitan cities and regions in India along with comprehending relevant development plans.
3. To create a detailed understanding of the organizational frameworks
4. To derive a sense of environment and co-existence while developing the region
5. To derive the economic and occupational interdependencies of rural-urban nexus
6. To understand the processes leading to the peripheralization of metropolitan cities.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	To correlate between Administration, Governance and Policies with Spatial planning and create decision making	PSO2	PO7
<b>CO2</b>	Enable students to create infrastructure in alignment with emergent contexts such as environmental sustainability and eco sensitivity as part of resource management	PSO3	PO8, PO11
<b>CO3</b>	In-depth research development and enable ability to apply research findings towards sustainable future development.	PSO4	PO10, PO3
<b>CO4</b>	Creating an in-depth analysis on the interdependencies based on of Socio-Politics, Socio-Economics, Occupational, and Spatial connectivity	PSO7	PO11



COURSE CONTENT		HOURS	COs
UNIT - 1	Metropolitan Cities and regional agglomeration assessment criteria like types of settlements accessibility and administration	10	CO1, CO4
UNIT - 2	Metropolitan Regional Planning through defining uses and organizational frameworks	20	CO1, CO2
UNIT - 3	Peripheralization of Metropolitan Regions by assessing the conversion of the peripheral setups into urban	20	CO3
UNIT - 4	Development of the physical environments and assessing the ecology as a decision-making tool while physical shaping of the region	20	CO4,

SESSIONAL WORK	
1	<b>Knowledge and Synthesis</b> - Urban Structure and Growth Implications through Agglomeration by PPT format
2	<b>Knowledge and Synthesis</b> - Case studies of different metropolitan areas and analysis through Posters / Plates/sheets
3	<b>Design Thinking</b> - and Framework through research - Identification criterion of peripheral areas in the region. Through Ppt and reports
4	<b>Design thinking</b> - Plan Preparation Approaches and Techniques, Planning Approaches for Special Areas Through Posters / Plates/sheets
5	<b>Critical Research thinking</b> - Best Practices in City and Metropolitan Planning Report submission & Posters / Plates/sheets

## REFERENCES

- Evenson, N. (1989) *Indian Metropolis - A View toward the West*, Yale University Press, Yale.
- Kennedy, K. (2007) Regional industrial policies driving peri-urban dynamics in Hyderabad, India, *Cities*, Vol. 24, No. 2, pp. 95–109.
- Kumar, A. (2006) Trends of Planning and Governance in Metropolitan India, *ITPI Journal*, Vol. 3, No. 2, pp. 10-20.
- Mitra, S. (2017) 'A 'peripheries' view of planning failures in Kolkata and Hyderabad in India', in G. Bhan, S. Srinivas, and V. Watson (eds.) *The Routledge Companion to Planning in the Global South*, Routledge, London.
- Mitra, S. (2018) Roads to New Urban Futures: Flexible Territorialisation in Peri-urban Kolkata and Hyderabad, *Economic and Political Weekly*, Vol. 53, No 56, pp. 56-64.
- Miraftab, F. and Kudva, N. (2014) *Cities of Global South*, Routledge, London.
- Government of India (2014) *URDPFI Guidelines*, Ministry of Housing and Urban Affairs,

<b>Course Name: Urban Legislation and Governance</b>				<b>Course Code: MPUPA201</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -NA   Theory Paper –60</b>				
T	SW	EL	C	
2	0	0	2	

### **COURSE DESCRIPTION**

This course involves a detailed study of Private & Public domains through relevant legal frameworks and acts related to land, including aspects such as land potential, usage, rights, title transfer, adverse possession, and policies regarding holding, acquisition, and state powers. It also covers administrative practices and documentation related to these processes. By focusing on cities across the country, the idea of centralization and decentralization, citizen participation, and political dynamics like democracy will be discussed as a brief part of the course. Furthermore, the course also engages in the ownership fundamentals in detail by discussing the types of ownership and how governance criteria change based on ownership. It also covers laws related to the environment, restrictive practices in urban areas, and the crucial role of statutory authorities in both urban and rural. The course engages in discussions on how to approach planning implementations through legal frameworks when designating land for specific purposes

### **COURSE INTENT**

The course explores the structure of governance at the national, state, urban, and rural (local) levels, evaluating the effectiveness of governance systems in project implementation. It teaches planners a systematic approach to effectively implement plans.

### **COURSE OBJECTIVES**

1. To introduce the students to the legal frameworks responsible for Rural and Urban development.
2. To derive the fundamentals of democratic methods in planning.
3. To introduce the governance system for systematic approaches to planning
4. To engage in the idea of private and public use and the state of ownership.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to produce the following...			
<b>CO1</b>	Develop a critical understanding of the Constitutional framework for democratically planning cities	PSO1	PO3
<b>CO2</b>	To enable a co-relative understanding between Administration, Governance and Policies with Spatial planning	PSO2,	PO8

COURSE CONTENT		HOURS	COs
UNIT - 1	Acts and legislation	10	CO1,CO2
UNIT - 2	Bodies and Statutory authorities and their roles	10	CO1, CO2
UNIT - 3	Private &Public Ownerships and types of ownerships	10	CO1, CO2

SESSIONAL WORK	
1	<b>Critical thinking</b> - Urban Governance, Acts and Legislation. Report Submission
2	<b>Critical Thinking and Application</b> - Urban Local Governance and its Reforms seminar and workshop output

## **REFERENCES**

*Lakshimikanth, M. (2007) Indian Polity, Tata McGraw Hill, India.*

*Bhattacharya, M. (2001) New Horizons of Public Administration, Jawahar Publishers and Distributors, New Delhi.*

*Government of India (2014) URDPFI Guidelines, Ministry of Housing and Urban Affairs, New Delhi.*

*Needham, B. (2006) Planning, Law and Economics: An investigation in the rules we make for using land, Routledge, London.*

*McAuslan, P. (2019) Bringing the Law Back In: Essays in Land, Law and Development, Routledge, London.*

<b>Course Name: Research Writing</b>				<b>Course Code: MPUPA202</b>
<b>Credits: 2</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -NA   Theory Paper –60</b>				
<b>T</b>	<b>SW</b>	<b>EL</b>	<b>C</b>	
1	1	0	2	

## COURSE DESCRIPTION

This course on research writing is designed to equip students with the essential skills needed to conduct and present research effectively. It will cover the very fundamentals of research methodology, including the design, types of data collection, and analysis processes. Students will learn how to structure research papers, with logical argumentation and clarity through refined delivery. The course will also focus on introducing students to citation practices, avoiding plagiarism, and adhering to academic writing standards. In this course, students will engage in critical reading and analysis of scholarly articles to refine their writing skills and enhance their understanding of research approaches.

## COURSE INTENT

The course intends to engage the students in critical thinking and research, this will create a better trajectory towards generic learning and augment the way towards the field of research.

## COURSE OBJECTIVES

1. To enhance the skill of research and reading
2. To develop the clarity in thought and critically analyze
3. To develop better writing and deliverable skills in the students
4. To produce a research paper from the students on the topics of their choices

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
<b>CO1</b>	In-depth research development and enable better findings	PO4	PO2. PO3
<b>CO2</b>	Ethical practices in developing a research and creating engaging writing skills	PO7	PO10

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Reading of several papers to understand the writing skills	10	CO1, CO2
<b>UNIT - 2</b>	Discussion the body and legal elements of the paper	10	CO1, CO2
<b>UNIT - 3</b>	How to develop an argument in the paper and topic finalization	15	CO1, CO2
<b>UNIT - 4</b>	Paper writing as part of the submission	10	CO1, CO2

<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Knowledge and research</b> - Research Paper structuring
<b>2</b>	<b>Critical thinking and research</b> - Research Paper presentation.

## **REFERENCES**

The references to be developed by the faculties, the faculties to give papers as reading material

<b>Course Name: Open Electives</b>				<b>Course Code: MPUPE201</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -30   Theory Paper –NA</b>				
T	SW	EL	C	
1	0	1	2	

## **COURSE DESCRIPTION**

The course elaborates on a suggestive list of electives as given in **Appendix A**. The institute may offer an elective depending on the expertise that they have or the niche they wish to develop. The choice shall be given to the student to choose a subject of their choice. The course offered needs to be detailed by the individual faculty as per the standards. Students should take up a wide array of electives. None should be repeated.

## **COURSE INTENT**

The aim of this elective is to introduce students to various disciplines within the field of Planning, helping them explore skills and areas of interest they may choose to specialize in as part of their professional practice or research.

<b>SESSIONAL WORK</b>	
<b>1</b>	<p>The faculty may choose a medium most suitable to the course offered. It must offer sufficient flexibility to the student to represent their understanding. A few suggestions are mentioned below but not limited to these.</p> <ul style="list-style-type: none"> <li>● Portfolio/ Posters/ Journal</li> <li>● Model- Explorations and Process</li> <li>● Video/ Film</li> <li>● Essay/ Narrative</li> </ul>
<b>2</b>	The outcome may be group or individual depending on the need of the course and student dynamics.

## **RECOMMENDED READINGS**

To be elaborated by the faculty

<b>Course Name: Professional Electives</b>				<b>Course Code: MPUPE202</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -30   Theory Paper –NA</b>				
T	SW	EL	C	
1	0	1	2	

## **COURSE DESCRIPTION**

The course elaborates on a suggestive list of electives as given in **Appendix A**. The institute may offer an elective depending on the expertise that they have or the niche they wish to develop. The choice shall be given to the student to choose a subject of their choice. The course offered needs to be detailed by the individual faculty as per the standards. Students should take up a wide array of electives. None should be repeated.

## **COURSE INTENT**

The aim of this elective is to introduce students to various disciplines within the field of Planning, helping them explore skills and areas of interest they may choose to specialize in as part of their professional practice or research.

<b>SESSIONAL WORK</b>	
<b>1</b>	<p>The faculty may choose a medium most suitable to the course offered. It must offer sufficient flexibility to the student to represent their understanding. A few suggestions are mentioned below but not limited to these.</p> <ul style="list-style-type: none"> <li>● Portfolio/ Posters/ Journal</li> <li>● Model- Explorations and Process</li> <li>● Video/ Film</li> <li>● Essay/ Narrative</li> </ul>
<b>2</b>	The outcome may be group or individual depending on the need of the course and student dynamics.

## **RECOMMENDED READINGS**

To be elaborated by the faculty

## SEMESTER III

<b>Course Name: Regional Planning Studio</b>				<b>Course Code: MPUPS301</b>
<b>Credits: 06</b>				
<b>Internal Sessional –50   External Viva- Voce -50   Theory Paper –NA  </b>				
T	SW	EL	C	
2	2	2	6	

### COURSE DESCRIPTION

This course work is an application of the knowledge and skills that the students have come across through different subjects, it teaches students the scales and the purposes in the planning which takes up the knowledge from the theoretical components and helps them to utilize it on the given site. The students have to document the relevance of people, place, and environment through different components of the urban or rural setups. The collection of Data and constructive analyzing the same become the key elements. Along with analysis students have to deliver planning proposals as part of the studio, based on their findings. This studio is a regional level analysis which will be at the scale comprising of Urbanized and Un urbanized zones inclusive of agricultural and natural topographical lands like a forest, water systems, contours, ridges and valleys, etc. which has statutory governance from panchayats to city council to the corporation, jurisdiction of District Administrations and Authorities governing several other natural and manmade systems. The process will engage to develop an interdependent distribution of resources and restoration of ecology & environment through planning processes.

### COURSE INTENT

The course intends to deliver the idea of designing while developing the master plan through technical knowledge and merging with socio-economics, social equitability, legal information, and ecological sustainability. Therefore, the course establishes a foundational understanding of urban planning by focusing on the key components of development epistemology: People, Place, and Environment.

### COURSE OBJECTIVES

1. To train students to create a master plan by understanding the physical and social components of the area
2. To create a clear understanding of the administrative frameworks and their overlaps with geospatial components
3. To use the skill of physical distribution of land parcels with concerned uses and occupancies
4. To engage in constructive data analysis
5. To develop the analysis of infrastructural systems and their impact on the proposal of several land uses.
6. Developing sensitivity towards social factors, environmental complications, and resource availability.



<b>COURSE OUTCOMES</b>		<b>POs</b>	<b>PSOs</b>
By the end of the course, the students shall be able to demonstrate the following.			
<b>CO1</b>	Develop master plan strategies by understanding correlations between Administration, Governance, and Policies with Spatial planning	PO1,PO8	PSO2
<b>CO2</b>	Sensitive Planning strategies and Research in alignment with emergent contexts such as environmental sustainability and eco sensitivity	PO4	PSO3, PSO4
<b>CO3</b>	Ethical practices and Assessment of Society and surroundings through various discourses and applying it while developing master plan strategies.	PO10	PSO5
<b>CO4</b>	They develop advanced technological skills for Urban Analytics and proposals to create the built and un-built environment	PO2,PO12	PSO6
<b>CO5</b>	Create user-centric and equitable design development from a thorough understanding of societal, occupational, and economical interdependencies through current context and existing scenarios.	PO11, PSO10	PSO7

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Area Level Study and Analysis	20	CO1
<b>UNIT - 2</b>	Data collection, primary secondary tertiary through different tools	20	CO2
<b>UNIT - 3</b>	Developing urban analytics through software's	20	CO3
<b>UNIT - 4</b>	Analysis of the data	40	CO4
<b>UNIT - 5</b>	Creating planning strategies and solutions	50	CO5

<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Data Collection and Mapping</b> - Mapping and Creating Local area plans by understanding the physical and social components of the selected area
<b>2</b>	<b>Synthesis</b> - Assessing the data collected and developing an analysis with respect to the Area.
<b>3</b>	<b>Critical Decision</b> - Developing synthesis based on critically understanding the surroundings and ecosystems
<b>4</b>	<b>Application and Design thinking</b> – to develop design Proposal based on findings and brief

<b>Course Name: Risk Disaster, Mitigation and Management</b>				<b>Course Code: MPUPC301</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -30   Theory Paper –NA</b>				
T	SW	EL	C	
1	1	0	2	

## COURSE DESCRIPTION

The course covers a comprehensive understanding of disasters, including their definitions, concepts, types, and perceptions. It examines recent national and state-level initiatives, along with international frameworks such as the Kyoto Protocol and the Paris Agreements for disaster mitigation and management. The course also explores national and state disaster management policies and statutes, and the mechanisms at the national, state, and district levels. Students will study global practices in disaster management and analyze the interconnections between disaster and development, including the roles of INGOs, NGOs, CBOs, and armed forces in disaster response.

The course focuses on natural disasters like cyclones, floods, earthquakes, and landslides, delving into their physical causes, consequences, and the mitigation and management strategies implemented. It will cover risk mitigation in development plans, including industrial, chemical, and biological disasters, and explore land use planning, building codes, and disaster-resistant construction practices. The course further addresses forecasting, early warning systems, and the role of communication and information technologies in disaster management. Additionally, it highlights disaster education, climate change implications, post-disaster recovery, rehabilitation, and safe development practices in vulnerable areas like hills and coastal zones.

## COURSE INTENT

The intent of this course is to provide students with a comprehensive understanding of disaster management, focusing on the various types of disasters, their causes, and the strategies for mitigation and response. The students are expected to gain insights into natural disaster-based planning protocols. It brings students to the realization that sustainability and environmental issues become the primary focus while planning.

## COURSE OBJECTIVES

1. To understand the basic concepts of disaster management as these relate to urban and regional planning.
2. To understand processes and mechanisms of disaster management, disaster risk mitigation, and post-disaster measures.
3. To expose students to relevant planning policies and guidelines for the reduction of disaster risks.
4. To ideate the knowledge of environment and sustainability

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Enable students to create Planning strategies in alignment with emergent risks due to Disasters for which one can develop Risk mitigation in implementing plans and derive environmental sustainability and eco-sensitivity	PSO3	PO8, PO10,
<b>CO2</b>	In-depth research of the Risks and the measures to be taken thus applying findings towards sustainable future development.	PSO4	PO11
<b>CO3</b>	Using Urban Analytics like EIA and GIS to understand the impacts	PSO6	PSO4, PO12

COURSE CONTENT		HOURS	COs
UNIT - 1	Basic Concepts of Disaster Management	9	CO1,CO2
UNIT - 2	Disaster Management Mechanisms	9	CO1,CO2
UNIT - 3	Disaster Risk Mitigation, Disaster Preparedness, and Post Disaster Management	9	CO1,CO2
UNIT - 4	Environment Sustainability from the perspective of Avoiding risks, and awareness towards types of environmental hazards during planning.	9	CO1,CO2
UNIT - 5	Planning implementation and Management	9	CO1,CO2

SESSIONAL WORK	
1	<b>Critical Research and Thinking</b> - Urbanization and Associated Risks assessment in the form of a report
2	<b>Critical Research And Thinking</b> -Urban Risks and Climate Change assessment in the form of a report
3	<b>Data collection</b> - Disaster Types and Impacts through EIA and GIS data in the form of sheets/plate / poster
4	<b>Design Thinking through research</b> - Disaster Preparedness case studies and policies in the form report.
5	<b>Research application</b> -Disaster Mitigation and Management Assessment in the form of report

## REFERENCES

Capolla, D.P. (2007) *Introduction to International Disaster Management*, Butterworth Heinemann, London.

Joshi, A.D. (2009) *Text Book of Disaster Management*, Lotus Publication of Pvt. Ltd., Mumbai.

NDMA (2007) *Disaster Management Guidelines*, NDMA, Government of India, New Delhi.

Ministry of Home Affairs (2004) *Model Amendment in Town and Country Planning Legislations, Regulation for Land Use Zoning and Building Byelaws for Structural Safety*, Government of India, New Delhi.

Ministry of Home Affairs (2006) *National Policy on Disaster Management*, Government of India, New Delhi.

<b>Course Name: Research Methodology</b>				<b>Course Code: MPUPC302</b>
<b>Credits: 04</b>				
<b>Internal Sessional –50 Marks.   External Viva- Voce -50   Theory Paper –NA</b>				
T	SW	EL	C	
2	0	2	4	

## COURSE DESCRIPTION

This course on Research Methodology is designed to equip students with the essential skills required to effectively conduct and present research. It will focus on understanding the structure of research, ensuring students grasp each component to articulate their work in a coherent and organized manner. Students will learn how to structure their research with logical argumentation and clarity, refining their delivery. The course will teach key aspects such as the selection of research topics, the primary concerns driving the research, and the objectives behind it. Furthermore, it will introduce research tools and methods, as well as different data collection techniques and the proper selection of references. Ultimately, this course will teach students the critical research approach, emphasizing inquiry and thoughtful deliberation throughout the research process. The course develops and teaches students how to extract information from the kinds of literature available on the topic of research. Making literature review a key component of research methodology. The structure of knowledge and terms like empirical data and epistemology will be resolved with the students

## COURSE INTENT

This course aims to foster critical thinking and research skills in students as they work on their dissertation topics. This course will provide students with the necessary research methods to successfully achieve essential components of their research topics.

## COURSE OBJECTIVES

1. To enhance the skill of research and reading
2. To develop the clarity in thought and critically analyze
3. To develop concerns and arguments with cases that justify the research inquiry
4. To produce a research proposal on the topics of their choices

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Carry out in-depth, scientific research for an identified topic within the domain of the program.	PSO4, PSO5	PSO1, PO3
<b>CO2</b>	Technically communicate the research process and findings as per the established standards	PSO4, PSO5	PSO2
<b>CO3</b>	Ability to identify a thesis topic and create a structured argument based on the finding of the dissertation.	PSO4, PSO5	PSO10

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Refining the Research Proposal- a. Designing data collection formats- Questionnaire, Tables, Observation framework, Base maps etc.- Student and Topic specific. b. Designing Data analysis methods	20	CO1
<b>UNIT - 2</b>	Primary Data Collection	15	CO1
<b>UNIT - 3</b>	Data analysis. Conclusion	15	CO2
<b>UNIT - 4</b>	Final Report writing	20	CO3
<b>UNIT - 5</b>	The final presentation in the form Paper Presentation	20	CO3

<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Data collection</b> - In the form of PPT and Articles
<b>2</b>	<b>Data synthesis</b> – to showcase the data for the proposal
<b>3</b>	<b>Critical thinking</b> - Finalization of the topic
<b>4</b>	<b>Critical research thinking</b> – Abstract submission for research proposal.

## REFERENCES

The references to be developed by the faculties, the faculties to give papers as reading material

<b>Course Name: Urban And Regional Policy Frameworks</b>				<b>Course Code: MPUPA301</b>
<b>Credits: 02</b>				
<b>Internal Sessional –50 Marks.   External Viva- Voce -50   Theory Paper –NA</b>				
T	SW	EL	C	
0	1	1	2	

## COURSE DESCRIPTION

The concepts of Policy, Law, and Rules & Regulations will be thoroughly discussed as a highlight of this course. Urban policymaking discusses the idea of policymaking in the Urban and rural setups. The course aspires to teach the students the fundamentals of decision making while developing a policy. The notion of equity and equal rights would be taught to the students. The course looks at the meaning of advocacy in planning into depth. Concepts like moral rights, stakeholders, right to access, and infrastructure availability will be discussed. Issues would be discussed that teach students to analyze Public policy as a core value and not just assumption, through research on forms and components of public policies; the cycle of public policy formulation; and theories of public policies and policy analysis. The course will focus on integrating planning and public policy by examining how planning policies align with and complement other relevant public policies.

Students will have to learn methods to develop public planning policies through creating analytical and conceptual frameworks.

## COURSE INTENT

The intent of this course is to show that public policy, planning policy, and politics are enfolded into one another and multiple links amongst them as nature and various aspects of planning and public policies are discussed.

## COURSE OBJECTIVES

1. To sensitize the students towards moral values and catering to the need of the Society
2. To develop researched Public policies and Planning policies and their coherence
3. To engage Students to derive systematic urban and regional issues that might require re-looking at the policy.
4. Analyses of integration and coherence of planning policies.
5. To conjecture a policy framework through assessment and based on interpretative linguistics.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Through the understanding of the constitutional rights and frameworks, and understanding the interrelationship between statutory authority, its governance, and spatial orientation to develop as policy	PSO1, PSO2	PO3
<b>CO2</b>	To develop an in-depth understanding by research and develop policies for sustainable futures	PSO4,	PO1
<b>CO3</b>	Developing ethical practices and assessment of society to create enriched policy	PSO5	PO10
<b>CO4</b>	Creating awareness of socio-economic, Socio-political, history, and spatial setups to generate new policies that help everyone.	PSO7	PO11

COURSE CONTENT		HOURS	COs
UNIT - 1	What is a policy, difference between policy, act, and rule	15	CO1
UNIT - 2	Who makes policy and who is affected by policy	15	CO1
UNIT - 3	Different types of Indian classical Public policies and integration with Planning policies. Welfarist planning policies; Managerialism and urban entrepreneurialism; Neoliberal urbanism; Gentrification; Spatial dialectics of injustice, the Right to the city; and some Case examples of current and classical Indian planning policies.	15	CO2
UNIT - 4	Analyzing different Planning and Public policies	15	CO3,CO4

SESSIONAL WORK	
1	<b>Critical research thinking</b> - Detailed report on various public policies through different cases
2	<b>Data collection and synthesis</b> - Case studies of post-policy issues through report documentation
3	<b>Critical Thinking and Application</b> - Do develop a case through existing policies

## REFERENCES

- Cochrane, A. (2007) *Understanding Urban Policy: A Critical Approach*, Blackwell, Oxford.
- Dikeç, M. (2007) *Badlands of the Republic: Space, Politics and Urban Policy*, Blackwell, Oxford.
- Dunn, W.N. (2018) *Public Policy Analysis: An Integrated Approach*, Routledge, New York.
- Harloe, M., Pickvance, C.G. and Urry, J. (1990) *Place, Policy and Politics: Do Localities Matter?*, Unwin Hyman, London.
- Jenkins, R., Kennedy, L. and Mukhopadhyay, P. (2014) *Power, Policy and Protest: The Politics of India's Special Economic Zones*, Oxford University Press, New Delhi.
- Knoepfel, P., Larrue, C., Varone, F. and Hill, M. (2007) *Public Policy Analysis*, Policy Press, Bristol.
- Mathur, K. (2014) *Public Policy and Politics in India*, Oxford University Press, New Delhi. Third Edition.

<b>Course Name: Development Finance</b>				<b>Course Code: MPUPA302</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -NA   Theory Paper –60</b>				
T	SW	EL	C	
2	0	0	2	

## **COURSE DESCRIPTION**

The course will consist of the finances that are part of the decision making while planning. The role of the Private sector in the development of any country will be discussed with its implications. The course majorly covers the concepts of Private-public partnerships. The course will cover the concepts and need for partnerships and alliances, focusing on the preconditions, advantages, and methods of promoting public-private partnerships (PPPs), along with the relevant policies, statutes, regulations, and administrative procedures. It will also explore the role of government as a partner, regulator, and enforcer, delving into the principles of PPPs, including contractual frameworks, service provider selection, payment mechanisms, monitoring and evaluation, risk and revenue sharing, and model contract agreements. The course will explore the constitution, powers, and functions of the Central and State Finance Commissions, the consolidated fund of central and state governments, and the financial structures for municipalities and panchayats, focusing on revenue sources, reforms in municipal and panchayat finances, rationalization of user charges, and streamlining of administration. The concept of SWOT analysis would also be taught to the students to have a better understanding of decision making. Along with all of the above students will be exposed to the idea of Finance & viability of the project and methods of valuation, feasibility, and rate of returns on the project.

## **COURSE INTENT**

Development plans and policies get implemented through planning and development projects. Funding for these projects is critical for the implementation of plans and policies. It is in this context that this course will introduce concepts of development finance, revenue, and municipal finance. This course intends to develop a logical reasoning ability in analyzing the innovative methods of financing for urban infrastructure.

## **COURSE OBJECTIVES**

1. To create a knowledge of finance in students
2. To develop clarity on the terms of capital and investment for large public projects. To Partnerships and alliances: concepts, need, preconditions for partnerships; Advantages of collaboration;
3. To ideate a project based on the interrelation between spatiality, strategic location, and its use
4. To teach students the methods of valuation
5. To engage the students with the phenomenon of real estate through finance



<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Ethical practices in developing projects and developing strong public projects	PSO5	PO2
<b>O2</b>	Through the skills of newer technology justifying and evaluating the viability of projects based on correct urban analytics	PSO6	PO8, PO9
<b>CO3</b>	Comprehending the accuracy of socio-economic and socio-political frameworks to develop projects	PSO7	PO11
<b>CO4</b>	Through such objectives of valuation developing the entrepreneurial skills in the students	PSO8	PO12

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Defining capital and finance types of financial concepts	6	CO1, CO3
<b>UNIT - 2</b>	Joint ventures and its types	6	CO3
<b>UNIT - 3</b>	Project viability 1- SWOT analysis and Locational theory	6	CO2, CO4
<b>UNIT - 4</b>	Project viability 2 – valuation, feasibility, rate of returns.	6	CO2, CO4
<b>UNIT - 5</b>	Concept of Market through Socio-Economics	6	CO3

<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Knowledge and Skills</b> - To write a report on financial concepts
<b>2</b>	<b>Critical thinking</b> - To take an example of a project and develop a report on the type of Joint venture
<b>3</b>	<b>Data collection and tool kits</b> - To do a SWOT analysis of a given site to determine the development and project viability through sheets/plates and poster
<b>4</b>	<b>Application of Skills</b> - Data The same Project Viability from a report and costing for rate of return through reports

## REFERENCES

- Bell, C. (2003) Development Policy as Public Finance, Oxford University Press, Oxford.*
- Fisher, R.C. (2018) State and Local Public Finance, Routledge, New York.*
- Kaushik, B. (2003) Analytical Development Economics: The Less Developed Economy Revisited, MIT Press, Cambridge, MA.*
- Mohanty, P.K. (2016) Financing Cities in India: Municipal Reforms, Fiscal Accountability and Urban Infrastructure, Sage, New Delhi.*

<b>Course Name: Professional Training</b>				<b>Course Code: MPUPA303</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -   Theory Paper –60</b>				
T	SW	EL	C	
2	0	0	2	

## COURSE DESCRIPTION

The course consists of setups that are predefined by the government to run the administration of the country, the course will look into different acts and teach students how mandates develop different sets of Bodies and their structure. Bodies that are responsible for statutory framework, bodies that are responsible for planning, special planning vehicles, and institutions formulated by the government for development and compensations. Acts like the Companies Act, acts that are essential for forming associations and firms would be covered under this course. Different types of associations and partnerships will also be discussed. The course further covers the designations and structures of bodies and roles and responsibilities in government sector. Acts that look at public welfare like cooperative society and association, RERA can be discussed.

The course also looks at private practice, and discussion on startups, firms, offices, and office setups would be part of the professional training. The training would consist of interviews of planners, collectors, corporators, and political figures to understand their roles and responsibilities.

## COURSE INTENT

The course aims to provide students with a comprehensive understanding of government bodies, relevant legislation, and their roles in planning, development, and public welfare, while also exploring private sector practices through practical training and industry insights.

## COURSE OBJECTIVES

1. To Create awareness and construct of administration functioning
2. To make students ready to practice
3. To give knowledge of various systems that create accountability as part of the practice
4. To teach students the professional practice formats

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Ethical practices and its values while venturing into the field	PSO5	PO10
<b>CO2</b>	Create strategic entrepreneurial approaches through field practices and thus develop professional skills	PSO8	PO12

COURSE CONTENT		HOURS	COs
UNIT - 1	Public bodies and their formations	6	CO1, CO2
UNIT - 2	Acts that govern different bodies in the country	6	CO1, CO2
UNIT - 3	Types of Firms and setups in professional practice	6	CO1, CO2
UNIT - 4	Formation of Questionnaire and interviews	6	CO1, CO2

SESSIONAL WORK	
1	Reports of different bodies and their formations through various acts through Reports
2	To give a presentation on the professional practice elements
3	To develop questionnaires for interviews and compile a report

## REFERENCES

*MRTA Act- Maharashtra Regional and Town Planning Act*

*MLRC Land Revenue Code*

*Land Acquisition act*

*Cooperative society act*

*Companies Act*

*RERA*

*Municipal Corporations and councils acts of relevant councils BMC Act*

*Government of India (2014) URDPFI Guidelines, Ministry of Housing and Urban Affairs,*

<b>Course Name: Professional Electives</b>				<b>Course Code: MPUPE301</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -30   Theory Paper –NA</b>				
T	SW	EL	C	
1	0	1	2	

### **COURSE DESCRIPTION**

The course elaborates on a suggestive list of electives as given in **Appendix A**. The institute may offer an elective depending on the expertise that they have or the niche they wish to develop. The choice shall be given to the student to choose a subject of their choice. The course offered needs to be detailed by the individual faculty as per the standards. Students should take up a wide array of electives. None should be repeated.

### **COURSE INTENT**

The aim of this elective is to introduce students to various disciplines within the field of Planning, helping them explore skills and areas of interest they may choose to specialize in as part of their professional practice or research.

<b>SESSIONAL WORK</b>	
<b>1</b>	<p>The faculty may choose a medium most suitable to the course offered. It must offer sufficient flexibility to the student to represent their understanding. A few suggestions are mentioned below but not limited to these.</p> <ul style="list-style-type: none"> <li>● Portfolio/ Posters/ Journal</li> <li>● Model- Explorations and Process</li> <li>● Video/ Film</li> <li>● Essay/ Narrative</li> </ul>
<b>2</b>	The outcome may be group or individual depending on the need of the course and student dynamics.

### **REFERENCES**

To be elaborated by the faculty

## Semester IV

<b>Course Name: Thesis</b>				<b>Course Code: MPUPS401</b>
<b>Credits: 10</b>				
<b>Internal Sessional –50 Marks.   External Viva- Voce -50   Theory Paper – NA</b>				
<b>T</b>	<b>SW</b>	<b>EL</b>	<b>C</b>	
5	5	0	10	

### COURSE DESCRIPTION

The main goal of a thesis is to conduct independent research, explore theories and frameworks in-depth, formulate clear research questions, and connect them with empirical evidence to generate new knowledge. A postgraduate thesis builds on a thorough literature review, advancing understanding in a specific field and developing meaningful research questions. It is expected that students demonstrate how their research contributes new knowledge and its practical relevance to the planning profession. A thesis lacking a clear purpose and strong theoretical foundation will be fundamentally incomplete. The course will be delivered in the form of contact hrs on tutorials and studios where the students will elaborate on the guides and develop the entire research proposal in the form of a studio application.

The course is a culmination of Research methods where the students have already created tools of research, argument, and thesis structure and most importantly derived a research topic. The culmination would look forward to developing a set of guided planning developments as a demonstration along with a policy framework. Through tutorials and studio sessions, students will refine their theoretical grounding, connecting their research to the planning profession as part of practical applications and approaches.

### COURSE INTENT

The course will guide students in developing a well-structured research proposal, fostering independent research, and the formulation of clear, meaningful research questions. This course intends to have a comprehensive research proposal that demonstrates their ability to contribute new knowledge to the field of planning.

### COURSE OBJECTIVES

1. The primary purpose of a thesis is to independently undertake a piece of research involving a deeper study of theories and frameworks
2. Develop elegant research questions and connect them with empirical pieces of evidence for creating new knowledge.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Through critical thinking and ethical practices deriving research that engages and contributes to the field of planning	PSO3, ,PSO5, PSO6	PO1,PO7
<b>CO2</b>	Design proposal and implementation	PSO4, PSO8	PO2, PO10

COURSE CONTENT		HOURS	COs
UNIT 1	Developing research data and adhering to literature review for finalization of argument	50	CO1
UNIT - 2	Framework of thesis through research	75	CO1
UNIT - 3	Policy and demonstration	100	CO1

SESSIONAL WORK	
1	Critical thinking and research - Detail Research Proposal
2	Design Design Implementation Dissertation Report –in the required format

## REFERENCES

Guide and Students have to decide the list of books for reference.

*Booth, W.C., Colomb, G., Williams, J.M., Fitzgerald, W. (2016) The Craft of Research, University of Chicago Press, Chicago.*

*Eco, U. (2015) How to Write a Thesis, MIT Press, Massachusetts.*

*Oliver, P. (2008) Writing your Thesis, Sage, New Delhi.*

Course Name: Critical Appraisal				Course Code: MPUPC401
Credits: 02				
Internal Sessional –50 Marks.   External Viva- Voce -50   Theory Paper –NA				
T	SW	EL	C	
0	0	1	2	

## COURSE DESCRIPTION

This course will be in the format of a workshop or series delivered by the students to professionals and experts in the field with more than 20 to 25 years of experience, students will be given a set of topics to be analyzed which they have to thoroughly study and deliver critical analysis and relevant implications to these professionals, the set of topics will help students to utilize correct measures in their thesis while developing thesis. The topics will have socio-political, socio-cultural, and spatial impact studies. The critical thinking of the existing policy framework and planning techniques that are impacting the urban would be a key element of the subject.

## COURSE INTENT

The course's intent is to create a critical thinking framework for the students to have post-development scenario analysis capacities. This course would help in developing an awareness of how policies and development decisions function and operate over a period of time.

## COURSE OBJECTIVES

1. This will give students a hands-on experience with bureaucracy and raise their professional skills, it also expands the perspective of the students by getting guidance from experts from the field.
2. Develop elegant research questions and connect them with empirical shreds of evidence for creating new knowledge.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Through critical thinking and ethical practices deriving research that engages students to post post-post-development and policy decision	PSO3,PSO4, PSO5,	PO2
<b>CO2</b>	To analyze the urban areas through advanced technologies	PSO6	PO3
<b>CO3</b>	Creating post-development analysis of Socio-Politic setups, Socio-Economic set ups, and Spatiality.	PSO7	PO10, PO11

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	Seminars on basics of topics and information collection	20	CO1, CO2
<b>UNIT - 2</b>	Critical thinking and appraisal	20	CO2, CO3
<b>UNIT - 3</b>	Final draft and presentation	20	CO1,CO2,CO3

<b>SESSIONAL WORK</b>	
<b>1</b>	Workshop Presentations and report of the workshop

## REFERENCES

Guide and Students have to decide the list of books for reference.

<b>Course Name: Indian Constitution</b>				<b>Course Code: MPUPC402</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -NA   Theory Paper –60</b>				
T	SW	EL	C	
2	0	0	2	

## COURSE DESCRIPTION

The course covers the history of the making of the Indian Constitution, the Preamble, and the Basic Structure, along with its interpretation. It explores Fundamental Rights and Duties and their interpretation, as well as the Directive Principles of State Policy. The course will examine the structure and role of the Union Government, including the Indian Union, the Prime Minister, and the Council of Ministers. It also looks at the composition and powers of the Lok Sabha and Rajya Sabha, the State Government, the Governor's role and power, and the Chief Minister and Council of Ministers. Students will learn about the State Secretariat, local administration, district administration, municipal corporations, and Zila Panchayats. Additionally, the course will focus on the role and functioning of the Election Commission, including the Chief Election Commissioner and the State Election Commission.

## COURSE INTENT

To make students aware of the Indian Constitution.

## COURSE OBJECTIVES

1. To develop the understanding of the Indian constitution as a culmination of information to the legislative Knowledge system.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	Develop a critical understanding of the Constitutional framework while planning cities	PSO1,	PO8

<b>COURSE CONTENT</b>		<b>HOURS</b>	<b>COs</b>
<b>UNIT - 1</b>	The Constitution of India	6	CO1
<b>UNIT - 2</b>	Union government	6	CO1
<b>UNIT - 3</b>	State Government	6	CO1
<b>UNIT - 4</b>	Local Administration	6	CO1
<b>UNIT – 5</b>	Election Commission	6	CO1



<b>SESSIONAL WORK</b>	
<b>1</b>	<b>Knowledge and Skills</b> - To write a report on the Constitution of India and present it as a PPT
<b>2</b>	<b>Knowledge and Skills</b> - To present a Structure of Union Government and state government through PPT
<b>3</b>	<b>Knowledge and skills</b> - To present a correlation between constitution and planning
<b>4</b>	<b>Synthesis</b> - To create a report on the electoral systems of India

## REFERENCES

*Ethics and Politics of the Indian Constitution* Rajeev Bhargava

*Oxford University Press, New Delhi, 2008*

*The Constitution of India* B.L. Fadia Sahitya Bhawan; New edition (2017)

*Introduction to the Constitution of India* DD Basu Lexis Nexis; Twenty-Third 2018

<b>Course Name: Participatory Appraisal</b>				<b>Course Code: MPUPA401</b>
<b>Credits: 02</b>				
<b>Internal Sessional –50 Marks.   External Viva- Voce -60   Theory Paper –NA</b>				
T	SW	EL	C	
0	0	2	2	

## COURSE DESCRIPTION

This course focuses on understanding the principles of participation and the conditions necessary for effective participation in planning processes. It explores concepts of power and representation in participatory frameworks and examines the various arenas where participation occurs. Students will be introduced to theories of citizen and community involvement, including channels of public participation in planning, implementation, and governance in India. The course will also cover legislative provisions, mandated and claimed spaces for participation, and the essential requirements for planning a participatory process. It will trace the evolution of community participation in development projects, with a focus on Panchayats, and explore coordination in urban planning through the roles of various public agencies involved in urban development. Additionally, students will engage with advanced public governance issues, explore citizens' rights, and focus on participatory critical appraisals of local communities, as well as developing questionnaires and conducting public surveys within the context of planning philosophies.

## COURSE INTENT

The course intends to sensitize the students to the importance of participatory processes and integrated institutional arrangements for more effective, efficient, and sustainable implementation.

## COURSE OBJECTIVES

1. To develop advocacy skills to represent and understand people's need
2. To create and make aware of different models and programs that can be developed to get people's participation.

<b>COURSE OUTCOMES</b>		<b>PSOs</b>	<b>POs</b>
By the end of the course, the students shall be able to demonstrate the following			
<b>CO1</b>	To develop the participatory outputs by understanding the governance and administrative models and its outreach that affects people as collective and as individuals	PSO1, PSO2	PO7, PO8
<b>CO2</b>	To develop a thorough understanding of the peoples need from the socio – political, socio - cultural and socio – economic backgrounds	PSO7	PO11

COURSE CONTENT		HOURS	COs
UNIT - 1	To develop the importance of Participation in Planning	15	CO1, CO2
UNIT - 2	Indian Governance models and Participation methods and global case studies	15	CO1, CO2
UNIT - 3	Vertical and Horizontal participation model	15	CO1, CO2
UNIT - 4	Methods of engagement with public	15	CO1, CO2

SESSIONAL WORK	
1	<b>Data Analysis</b> - To derive target groups for study
2	<b>Data Synthesis</b> - To create interviews and questionnaires in the form of a report for the target group
3	<b>Application and Engagement</b> - To create games and programs that help people participate and develop their opinions
4	<b>Data Synthesis</b> - Write a paper on advocacy and representation of user groups in planning processes

## REFERENCES

Cornwall, A. (ed.) (2011) *The Participatory Reader*, Zed Books, London.

Kochi Municipal Corporation and GIZ (2019) *Multi-stakeholder Ente Kochi Initiative*, Kochi Municipal Corporation and GIZ India, Kochi.

Kumar, A. and Prakash, P. (eds.) *Public Participation in Planning in India*, Cambridge Scholars Publishing, Newcastle.

Pune Smart City Development Corporation Ltd. (2016) *Smart City Development Plan*, Pune Smart City Development Corporation Ltd., Pune.

UN Habitat (2018) *Leading Change: Delivering the New Urban Agenda through Urban and Territorial Planning*, UN Habitat, Nairobi.

<b>Course Name: Open Electives</b>				<b>Course Code: MPUPE101</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -30   Theory Paper –NA</b>				
T	SW	EL	C	
1	0	1	2	

## COURSE DESCRIPTION

The course elaborates on a suggestive list of electives as given in **Appendix A**. The institute may offer an elective depending on the expertise that they have or the niche they wish to develop. The choice shall be given to the student to choose a subject of their choice. The course offered needs to be detailed by the individual faculty as per the standards. Students should take up a wide array of electives. None should be repeated.

## COURSE INTENT

To introduce the students to interdisciplinary ideas, experimentations, and investigations within the domain of planning that will help enhance their profession/ practice or research.

<b>SESSIONAL WORK</b>	
<b>1</b>	<p>The faculty may choose a medium most suitable to the course offered. It must offer sufficient flexibility to the student to represent their understanding. A few suggestions are mentioned below but not limited to these.</p> <ul style="list-style-type: none"> <li>● Portfolio/ Posters/ Journal</li> <li>● Model- Explorations and Process</li> <li>● Video/ Film</li> <li>● Essay/ Narrative</li> </ul>
<b>2</b>	The outcome may be group or individual depending on the need of the course and student dynamics.

## REFERENCES

To be elaborated by the faculty

<b>Course Name: Professional Electives</b>				<b>Course Code: MPUPE301</b>
<b>Credits: 02</b>				
<b>Internal Sessional –30 Marks.   External Viva- Voce -30   Theory Paper –NA</b>				
T	SW	EL	C	
1	0	1	2	

## COURSE DESCRIPTION

The course elaborates on a suggestive list of electives as given in **Appendix A**. The institute may offer an elective depending on the expertise that they have or the niche they wish to develop. The choice shall be given to the student to choose a subject of their choice. The course offered needs to be detailed by the individual faculty as per the standards. Students should take up a wide array of electives. None should be repeated.

## COURSE INTENT

The aim of this elective is to introduce students to various disciplines within the field of Planning, helping them explore skills and areas of interest they may choose to specialize in as part of their professional practice or research.

<b>SESSIONAL WORK</b>	
<b>1</b>	<p>The faculty may choose a medium most suitable to the course offered. It must offer sufficient flexibility to the student to represent their understanding. A few suggestions are mentioned below but not limited to these.</p> <ul style="list-style-type: none"> <li>● Portfolio/ Posters/ Journal</li> <li>● Model- Explorations and Process</li> <li>● Video/ Film</li> <li>● Essay/ Narrative</li> </ul>
<b>2</b>	The outcome may be group or individual depending on the need of the course and student dynamics.

## REFERENCES

To be elaborated by the faculty

## 6. APPENDIX A

### Electives

Electives form 15% of the class time that shall be formulated as per the requirements of the course in that particular semester.

A suggestive list of electives that can be conducted is prescribed in Appendix A.

The elective course can be conducted as lectures, workshops, or studios.

The Electives have been developed into two parts

#### 1) Open Elective –

The open elective gives the student hands-on experience in developing and polishing their software skills. This elective is conducted in Semester I and Semester II.

#### 2) Professional Elective –

The Professional elective exposes students to various types of practices that will help them to venture into the field, these courses expose students to the specialized formats in the field of planning and urbanism. This will help students to chart and navigate their paths in the professional world.

List of Electives that can be offered		
Sr no	Professional Electives	Open / Skill Based Elective
1	Real Estate Development & Land Management	AutoCAD (Sem I)
2	Urban design	Illustration software (Sem I)
3	Archaeology and Conservation	AI Based urban Analytics (Sem II)
4	Environmental Impact Assesment	Advanced GIS (Sem II)
5	Human Settlements and Climate changes	Participatory Appraisals (II)
6	Sustainable future cities	
7	Disaster management	
8	Rural Area Planning	
9	Business Management Studies	
10	Personality and skill Development	

## 7. APPENDIX B

### Value Added Courses

- The value-added courses would be conducted as a certificate program, where the certificate to be awarded by the DYPU university.
- Each Semester will consist of special courses that will help students to upgrade their professional and entrepreneurial skills
- These courses will range from software and tool skills to specialized subject training.

Sr no	Professional Electives
1	Smart cities and Urban Technologies
2	Specialization in Public policies
3	GIS
4	Urban resilience and Sustainability
5	Urban Special Nabilities
6	Green building
7	Climate Change in Urban Planning
8	Artificial intelligence